

Long Term Plan Yr10 Photography

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic) Add link to AO breakdown	Link to subject ethos and driver Be curious Be creative Be reflective Be yourself	Anticipated misconceptions	Links to previous KS KS3 National Curriculum	Links to future KS KS5 National Curriculum	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Still Life	<p>Vanitas analysis Visual style and symbolism</p> <p>Vanitas photoshoot Creating links and composing an image.</p> <p>Vanitas edits Using Photoshop to enhance an image.</p> <p>Evaluate & refine Make rational decisions regarding progress.</p> <p>Vedi Djokich analysis Formal Elements and</p>	<p>How to look at and analyse a photograph.</p> <p>How to interpret symbolism.</p> <p>How to set up and execute a photoshoot.</p> <p>How to compose an image using a DSLR camera.</p> <p>How to upload and save images.</p> <p>How to utilise the basics of Photoshop.</p> <p>How to analyse an image using the Formal</p>	<p>Be curious Critical and contextual studies including Symbolism in photography</p> <p>Be creative Experiment with Photoshop by adding smashed glass, smoke and butterflies.</p> <p>Be reflective - Annotate and record</p> <p>Scrutinise images and ensure that quality of</p>	<p>With no prior experience of the requirements of GCSE level analysis the process needs to be broken down into manageable chunks.</p> <p>Accurate use of key words including the Formal Elements and Visual Principles of Photography</p> <p>Why is analysing and understanding images so important to</p>	<p>Knowledge blocks relating to the Formal Elements & Visual Principles of photography.</p> <p>Photoshop basics including how to crop and adjust levels.</p>	<p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and studio photography</p>	<p>Deeper discussion of images including context and narrative.</p> <p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter speed.</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p> <p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that</p>	<p>Studio photography</p> <p>Art historian</p> <p>Creative mindset - transferable skills.</p> <p>High level analysis/language skills leading to English related fields.</p>

		<p>Visual Principles of photography.</p> <p>Vedi Djokich photoshoot Studio lighting and backdrops.</p> <p>Vedi Djokich edits Using Photoshop to enhance an image.</p>	<p>Elements and Visual Principles of Photography</p> <p>How to evaluate your own work and create clear targets.</p>	<p>outcomes meets the set criteria.</p> <p>Be yourself Set up your own compositions using an assortment of objects.</p>	<p>being successful?</p> <p>Creating clear links to the visual style of Vanitas.</p> <p>Operating the camera.</p>				<p>what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>surrounds them on a daily basis.</p>	
2	<p>Still Life</p> <p>Evaluate & refine</p> <p>Idea development based on the theme of Still Life and with the aim of building upon the experiences and skills developed during the project so far.</p>	<p>Evaluate & refine Focus on recording.</p> <p>Idea development Select link(s) and create a personal response. Effectively realise intentions through a series of purposeful photoshoots/experiments.</p>	<p>How to effectively record using Google Slides.</p> <p>How to create a sustained investigation.</p> <p>How to plan and execute a photoshoot with the aim of including multiple links.</p>	<p>Be curious Explore a range of sources.</p> <p>Be creative Experiment with a range of techniques.</p> <p>Be reflective Effectively record work using Google Slides.</p> <p>Be yourself Select a starting point and plan and execute photoshoots. Persevere through a range of challenges.</p>	<p>Realising the importance of recording.</p> <p>Slide presentation.</p> <p>How to create an effective sustained investigation.</p> <p>Incorporating multiple links into one idea.</p>	<p>Photoshop basics including how to crop and adjust levels.</p>	<p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and studio photography</p>	<p>Deeper discussion of images including context and narrative.</p> <p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter speed.</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p> <p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.</p>	<p>Studio photography</p> <p>Art historian</p> <p>Creative mindset - transferable skills.</p> <p>High level analysis/language skills leading to English related fields.</p>

									Cultural: Explore different ways of working		
3	<p>Distorted Media/techniques/processes experiments which will see students explore a minimum of 3 links form the list below:</p> <p>Vasilisa Forbes, Greg Sands, Edward Honaker, Seth Teras, Jerry Ulesman, Victoria Witchoria, Nick Frank, Laszlo Moholy-Nagy, John Rankin 'Destroyed', Alison Trentleman, Michael Bosanko, Michal Macku, Barbara Kruger, Iain Macarthur, Linda Sterling, Julian Opie, David Hockney 'Photo Cubism', Teun Hocks, Jiri Kolar. Sandra Chevrier.</p>	<p>Analysis Analyse chosen link, building on the analytical skills developed during HT1 & HT2.</p> <p>Materials, techniques and processes Experiment to increase overall subject knowledge and confidence within the subject. Chosen techniques can be built upon throughout the course leading to the eventual development of a unique visual style.</p>	<p>How to select links.</p> <p>How to effectively mimic the visual style of a link</p> <p>How to utilise relevant materials, techniques and processes.</p> <p>Spaced retrieval:</p> <p>How to look at and analyse a photograph.</p> <p>How to set up and execute a photoshoot.</p>	<p>Be curious Explore a range of carefully selected links.</p> <p>Be creative Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes.</p> <p>Be reflective Effectively record work using Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with.</p>	<p>Which links to select.</p> <p>How to effectively experiment with materials, techniques and processes.</p>	<p>Photoshop basics including how to crop and adjust levels.</p> <p>Familiarity with some of the links, including Nick Frank.</p>	<p>Developing a unique visual style and selecting pathways to move forward.</p> <p>Gaining a solid grasp of complex materials, techniques and processes.</p>	<p>Students may select more than 3 links.</p> <p>The list of links varies in complexity and so additional challenge can be highlighted by the teacher.</p> <p>Additional links can be combined to create a sustained investigation.</p> <p>Deeper discussion of images including context and narrative.</p> <p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p> <p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.</p>	Magazine cover artist

				<p>Be Yourself Begin to develop a unique visual style.</p>				speed.			
4	<p>Distorted</p> <p>Sustained Investigation Evaluate the strengths of all tasks completed so far and select an appropriate path for moving forward</p>	<p>Creating links Visual links made to the styles of the chosen links (x3)</p>	<p>How to utilise relevant materials, techniques and processes.</p> <p>Spaced retrieval: How to set up and execute a photoshoot.</p>	<p>Be curious Explore a range of carefully selected links.</p> <p>Be creative Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes.</p> <p>Be reflective Effectively record work using Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with.</p>	<p>How to appropriately select links to work with and what techniques are possible with these links</p> <p>How to effectively build idea development up over time to create a final outcome</p> <p>Combining artists' styles and outcomes</p>	<p>Techniques used in Art can be encouraged at GCSE, to break the boundaries that some pupils feel are in place - less consideration for Art and Photography being 'different' subjects but instead complementing each other throughout experimentation</p>	<p>Independent idea generation and development based on chosen links</p> <p>Time management and enthusiasm for chosen links in order to stick with a topic over a longer period of time</p>	<p>Research tasks undertaken to independently develop ideas and outcomes</p> <p>Develop outcomes by using different techniques for the same style and affect an image in a different way</p> <p>Deeper discussion of images including context and narrative.</p> <p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter speed.</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>Students are given the opportunity to explore themselves creatively and make use of their interests in realising intentions - this can incorporate hobbies, interests and other visual stimuli that pupils may find engaging</p> <p>An appreciation for the world around them and an appreciation of Art's influence on their world primarily through imagery but also through analysis, wonder, creativity and problem solving</p> <p>An</p>	Time management and research tasks

				Be Yourself Begin to develop a unique visual style.						appreciation for others' differences and celebrating them	
5	Structures	Judith Turner analysis JT photoshoot 1 Edits JT photoshoot 2 Overlays	<p>How to analyse an image with a focus on shape and contrast.</p> <p>How to analyse Abstract imagery.</p> <p>How to effectively compose an Abstract image.</p> <p>Spaced retrieval:</p> <p>How to look at and analyse a photograph.</p> <p>How to set up and execute a photoshoot.</p> <p>How to access and use Photoshop essentials.</p>	<p>Be curious - Critical and contextual studies</p> <p>Be creative - Experiment, develop, resilience</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate by creating ideas linked to research and test pieces.</p>	<p>The use of the camera</p> <p>Creating links to existing and new photographers.</p>	<p>Idea development (Art)</p> <p>Previous experience with media are utilised and built upon.</p> <p>Key skills developed strategically throughout KS3 before being built upon during the GCSE course.</p>	<p>Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography</p> <p>Develop personal visual style</p>	<p>Combining of previously taught topics in order to come up with a personalised and individualised final outcome that isn't teacher driven</p> <p>Higher level discussion of sources.</p> <p>Research tasks independently taken on to further explore topics.</p> <p>Higher level application of key skills with thorough documentation of the creative process</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>An exploration and appreciation of their close environment and how this may differ to others</p>	<p>Creative thinking</p> <p>Time management</p> <p>Working under own initiative</p> <p>Taking on individualised research tasks</p> <p>Architecture</p> <p>Interior photographer</p>
6	Structures	Drawing in	How to utilise	Be curious -	How to	Idea	Secure	Combining of	Social:	How different	Creative

		<p>photography</p> <p>Sol Lewitt (Typology)</p> <p>Helder Santos Analysis</p> <p>Tessellations</p>	<p>drawing effectively in Photography.</p> <p>How to analyse an image fo</p>	<p>Critical and contextual studies</p> <p>Be creative - Experiment, develop, resilience</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate by creating ideas linked to research and test pieces.</p>	<p>effectively use all previously visited SKU to built towards a finally outcome</p> <p>How to appropriately realise intentions</p> <p>Creating links to existing and new photographers.</p>	<p>development (Art)</p> <p>Previous experience with media are utilised and built upon.</p> <p>Key skills developed strategically throughout KS3 before being built upon during the GCSE course.</p>	<p>knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography</p> <p>Develop personal visual style</p>	<p>previously taught topics in order to come up with a personalised and individualised final outcome that isn't teacher driven</p> <p>Higher level discussion of sources.</p> <p>Research tasks independently taken on to further explore topics.</p> <p>Higher level application of key skills with thorough documentation of the creative process</p>	<p>Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>people and artist view something very similar and creatively exploit their own individual styles and processes</p>	<p>thinking</p> <p>Time management</p> <p>Working under own initiative</p> <p>Taking on individualised research tasks</p> <p>Architecture</p> <p>Interior photographer</p>
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